

Physical Development

**Statutory Framework for the Early Years Foundation Stage Physical Development**

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Our Broad Curriculum Aims:

- **Inquisitive**- Through a stimulating environment the children show curiosity for their world around them.
- **Resilient**- The importance of making mistakes and learning from them – a can do attitude!
- **Confident**- Through positive relationships develop confidence in unknown situations and try new challenges with others and independently.
- **Writers**- To have a purpose for writing and a willingness to tell a story through drawings, marks and words.

Core Strength and Coordination					
What we want our children to learn	Progression	Vocabulary	Activities	Positive Relationships	Enabling Environments
By the end of EYFS I can:  •Negotiate space, moving in different directions and speeds to avoid obstacles	<ul style="list-style-type: none"> <li>•Move up stair/ equipment using same feet</li> <li>• Sitting in a space of their own</li> <li>• Able to jump</li> <li>• Able to jump two footed</li> <li>• Able to leap</li> <li>• Able to hop on one foot (dominant)</li> </ul>	Balance Still Move Under Over Around Through Across	Outdoors: Transportation of large equipment.  Movement of water in large buckets.	Building trusting relationships with children, allowing them to explore the outdoor area safety until they are ready to have a go on large equipment	Large outdoor space that is available to children to explore in all weathers A range of building materials and large containers for children to access A range of climbing

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<ul style="list-style-type: none"> <li>• Climb up and down stairs and climbing equipment using alternate feet</li> <li>• Stand on one foot for 30seconds</li> <li>• Use two feet to jump over an obstacle</li> <li>• Hop and skip, using alternate feet</li> <li>•Control different movements to form a simple sequence, finishing with a balance or stillness</li> <li>• Jump off equipment and land appropriately using my hands, arms and body to stabilise my body.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to change directions</li> <li>•Able to move into a space to avoid obstacles, when walking then when running</li> <li>• Use their feet to move a wheeled toy around</li> <li>• Push wheeled toys (e.g., Wheelbarrows) with increasing control</li> <li>• Walk down slopes with control</li> <li>• Walks up and down slopes carrying an object</li> </ul>	<p>Around Down Up Steady Jump Hop Skip Jog Run Stable Space Slope</p>	<p>Building large obstacle course and balancing on them.</p> <p>Climbing up hills in the surrounding areas.</p> <p>Gardening, digging, planting, and moving soil.</p> <p>Spinning top to push around independently.</p> <p>Riding scooters, push along cars, trikes and 2 wheeled bikes</p> <p>Daily opportunity to explore large outdoor space.</p> <p>Indoors: Building with large construction materials.</p> <p>Weekly PE sessions, using equipment in church hall to balance and jump over</p>	<p>independently.</p> <p>Engaging in children's large-scale play and providing support when they become challenged, such as when transporting large buckets of water, discussing with the children how they can manage to carry the water themselves.</p>	<p>areas for children to balance Pole to slide down, building core strength Large sand pit for the children to dig and ply, using large spades and brushes</p>
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Moving and Handling					
What we want our children to learn	Progression	Vocabulary	Activities	Positive Relationships	Enabling Environments
<p>By the end of EYFS I can:</p> <ul style="list-style-type: none"> <li>Show precision when throwing and catching a ball</li> <li>Use a pencil with control, forming letters correctly</li> </ul>	<ul style="list-style-type: none"> <li>roll a ball to a friend</li> <li>roll a ball around my body</li> <li>kick a stationary ball</li> <li>stops a moving ball with foot</li> <li>throw a ball</li> <li>hit a target with ball/ bean bag</li> <li>drop a ball from sitting position and catch</li> <li>drop a ball from standing position (from nose), bounce and catch</li> <li>use tennis racket to hit ball</li> <li>thread bead strings</li> <li>handles mark making tools with either hand</li> <li>manipulates malleable materials into shapes</li> <li>makes large movements to form circles with arms</li> <li>makes large movements with arms up and down</li> <li>manipulates materials to draw lines</li> <li>manipulates tools to draw circles</li> <li>use fist grip</li> <li>use palmer grip</li> <li>use pincer finger grip</li> <li>use tripod grip</li> <li>have a dominant hand for mark making</li> <li>recognise letters of name</li> <li>forming letters of name</li> </ul>	<p>Throw Catch Kick Underarm Overarm Snip Slice Circle Line Top Bottom Round Join</p>	<p>Roll ball to each other during outdoor sessions.</p> <p>Play throwing and catching games with the children</p> <p>Play target games, such as how many bean bags can you get in the hoop?</p> <p>Hopscotch, throwing the beanbag to a specific number.</p> <p>Skittles, how many have fallen, how many are up?</p> <p>Play football, tennis and build obstacle course to dribble the ball around</p> <p>Planned weekly PE sessions with coaches</p> <p>Play dough station in class, to encourage manipulation of</p>	<p>The adults in the setting encourage children to form positive relationships with each other so they can play ball games, taking turns. Adults intervene in these games to ensure fair play and sharing.</p> <p>During role play opportunities, adults encourage children to make marks – to draw their models or complete cards and lists for their friends.</p> <p>During writing sessions the children are praised and encouraged to form letters correctly, so they feel confident to use these skills independently.</p> <p>Independent mark making is celebrated with the class, sharing ideas to</p>	<p>Children have access to an outdoor play area with a range of different sized balls to use and targets for the children to practise their skills.</p> <p>In the outdoor area a range of mark making tools are available for children to create large marks on the floor or large rolls of paper.</p> <p>Children able to make marks in the sand pit.</p> <p>All areas children have access to a range of mark making materials and are encouraged to manipulate for their own imaginative play.</p> <p>Small parts available for children to use and handle,</p>

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	<ul style="list-style-type: none"> <li>• recognise other letters of importance and writes these</li> <li>• form letters with anticlockwise movements</li> <li>• copies letters</li> </ul>		<p>dough and strengthen muscles</p> <p>Threading necklaces, using beads and cotton reels</p> <p>Use tweezers to move small parts from one place to another</p> <p>Large pieces of paper for children to draw their models and ideas</p> <p>Large chinks to use outside Children encouraged to record scores when playing a game</p> <p>A range of craft activities to encourage children to cut out and make snips in the paper</p> <p>Letter formation as children learn new phoneme</p> <p>Tracing name and letters and shapes</p>	<p>encourage reluctant writers to have a go.</p>	<p>manipulating these to increase dexterity.</p>
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			Role play area, encourage children to write for a purpose such as shopping list, doctor's prescription		
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Health and Self Care					
What we want our children to learn	Progression	Vocabulary	Activities	Positive Relationships	Enabling Environments
<p>By the end of EYFS I can:</p> <ul style="list-style-type: none"> <li>• Name different parts of my body</li> <li>• Put on my own coat and shoes</li> <li>• Use the toilet independently and wash and dry hands</li> <li>• Recognise the foods I should eat and drink and that I should exercise to keep my body healthy</li> <li>• Describe physical changes to my body when I feel unwell, happy or sad</li> <li>• Understand and talk about my daily routine</li> <li>• Confidently take risks and understand</li> </ul>	<ul style="list-style-type: none"> <li>• Know what different parts of my body do, e.g. see with my eyes, hear with my ears</li> <li>• Request a drink/ snack</li> <li>• Know the importance of brushing my teeth</li> <li>• Know I must brush my teeth twice a day</li> <li>• Know which foods are good for my teeth</li> <li>• Indicate when I need the toilet</li> <li>• Use the toilet</li> <li>• Feel that my heart beats faster after I have exercised</li> <li>• Undress to use the toilet</li> <li>• Take off my shoes and put on pumps or wellies</li> <li>• Put my shoes on</li> <li>• Put my arms in the sleeves of my coat</li> <li>• Fasten my coat</li> <li>• Take my jumper/ cardigan off</li> <li>• Fasten buttons on my cardigan/ shirt</li> </ul>	Head Shoulder Elbow Wrists Thighs Shin Knee Ankle Heel Healthy Coat Wellies Sleeve Cuff First Then Next After that Later Heartbeat Pumping	<p>Teeth brushing with school nurses.</p> <p>Making Healthy snacks/ food</p> <p>Sing songs about our body</p> <p>Develop early routines of washing hands before food, after toileting and before going home</p> <p>During PE sessions talk about the changes to the body before and after exercise and why this happens</p> <p>Wellies available for children to access when playing outside</p>	<p>Through building trusting relationships and establishing good routines as the children enter the class, they will be confident to become independent in their own self-care.</p>	<p>Children have access to the indoor and outdoor environment all weathers encouraging them to dress for weather conditions.</p>

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the importance of managing these risks to stay safe	<ul style="list-style-type: none"><li>• Follow the daily routines with visual cues</li><li>• Will get a drink/ snack when thirsty or hungry</li></ul>		in rain or in muddy areas		
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